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ABSTRACT

The yearly report focuses on major achievements in Maryland special education in 1978 and on projected 1979 efforts. Initial sections center around a progress report of FY 1978 objectives and a review of fiscal resources for that year. Considered in a section on major achievements of 1978 are developments in nonpublic tuition assistance, hearing officers' training manual, the special education bylaw, early childhood services, child find, personnel development, day care facilities and the monitoring and evaluation system. Special efforts for FY 1979 are explained to involve early childhood services, service to children aged birth to 2 years, related services, vocational education and vocational rehabilitation, Section 504 of The Rehabilitation Act of 1973, child advocacy, nonpublic tuition assistance, and a comprehensive system of personnel development. (CL)

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STATE OF THE STATE

SPECIAL EDUCATION IN MARYLAND

September 1, 1978

Maryland State Department of Education

Division of Special Education

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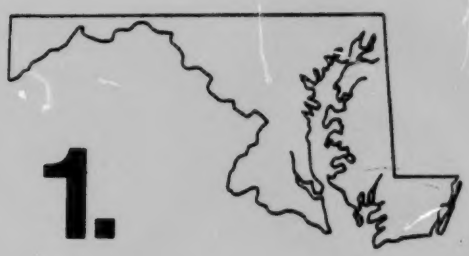


1.

State of the State in Special Education Fiscal Year 1979

INTRODUCTION

This is the second year of a report on the State of the State in Special Education. Much has improved--much needs to be done.

On the positive side, special education services to children throughout the State have expanded significantly. More services have been provided to children and they have been provided at an earlier age. IEPs (Individualized Education Program) are in place for all children receiving special education services. Essentially, the Education of All Handicapped Children Act which went into effect on October 1, 1977 has been implemented in Maryland without the great trauma that had been repeatedly predicted.

The Division of Special Education of the Maryland State Department of Education has changed as well. Our administrative organization has been modified to reflect the change in programmatic emphasis. Our energies are increasingly being devoted toward programmatic leadership. Of course, our role as administrative monitors remains as part of our legislative mandates from both State and Federal levels. However, this leadership will take the form of program models and assistance rather than narrow bureaucratic obstructionism.

Still there is the need for improvement and the constant threat of pitfalls along the way. The splintering of groups advocating services for the handicapped continued to be a major concern. Public school administrators (both general education and special education), legislators, non-public school personnel and parent advocate groups must not be permitted

to forget that they share the common goal of providing appropriate education for handicapped children. Too often these groups are forgetting this goal in favor of fault-finding with each other...a grave error which will only reduce the time during which service to the handicapped is a social priority.

Personnel development must be expanded. New and far reaching expectations of special educators require new approaches to improving instructional and administrative skill. Expanded services will require program models for very young children and particularly for those most severely handicapped youngsters. We must begin also to explore program options as we seek to provide vocational education to all handicapped children in need.

This time is clearly one of the most difficult periods in the provision of educational services to the handicapped. Increased difficulty always increases the opportunity for failure. Given this increased risk of failure there are many who will choose not to try. It is important to remember that succeeding when the risk of failure is great makes the victory all the sweeter. Each of us who is concerned about the education of handicapped children must continue to try. The importance of the cause makes it imperative that we succeed.

COMMITMENT

P.L. 94-142

"It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612(2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardian are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."

P.L. 94-142 REGULATIONS

121a.1 "(a) To insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs,

"(b) To insure that the rights of handicapped children and their parents are protected,

"(c) To assist States and localities to provide for the education of all handicapped children, and

"(d) To assess and insure the effectiveness of efforts to educate those children."

COMMITMENT (continued)

EDUCATION ARTICLE (S.B. 222)

8-401 "(A) 'Special Educational Services' Defined.

"In this subtitle, 'special educational services' means the educational services necessary to assure that all children with handicaps that impede their ability to learn are given the opportunity to reach appropriate levels of knowledge and learning skills consistent with their potential and includes the full range of these services, including special equipment, therapeutic treatments ancillary to education, and transportation, whether provided as part of or in addition to regular classroom placement or in separate public or private classes or facilities."

8-402 "(A) Duties of State and Counties.

"The State and each county shall make free educational programs available to each handicapped child, including a child who is severely handicapped, as provided by this subtitle."

BYLAW 13.04.01

.01 In accordance with Education Article Sections 8-401A and 8-402A, "Annotated Code of Maryland, State and local education agencies shall provide free and appropriate educational programs and related services for all handicapped children, from birth through the age of twenty, who are found to be in need of special educational services. These appropriate services are to begin as soon as the child can benefit from them, provided services for children under the age of five shall be phased in as required by law."

LONG RANGE GOALS

The Goals of the Maryland State Department of Education, Division of Special Education are:

1. To ensure the provision of a free appropriate education for all handicapped children in Maryland through implementation of State and Federal laws and court orders regarding the handicapped child.

2. To provide programmatic service support to local education agencies as they endeavor to comply with State and Federal laws and court orders regarding handicapped children.

3. To provide assistance to the citizens of Maryland, particularly parents of handicapped children as they seek to receive a free appropriate education for handicapped children.

4. To cooperate and collaborate within the Department of Education and with other State agencies to provide a comprehensive service network to handicapped children.

PROGRESS REPORT ON FISCAL YEAR 1978 OBJECTIVES

Listed here are the major objectives of the Division of Special Education for the school year 1977-78 and the status of each.

Objective

1. By June 30, 1978, a comprehensive child find model will be designed and implemented throughout Maryland.

Status

At the State level, three (3) staff persons are involved in child find activities. Currently, all 24 local school systems have child find programs in operation. All school systems have assigned personnel to coordinate child find activities. As a result of the child find activities, approximately 2,400 children have been identified.

Objective

2. By June 30, 1978, a procedure to ensure nondiscriminatory testing, identification and assessment of handicapped children will have been designed and implemented.

Status

Because of the "State of the Art" nationally in nondiscrimination testing, this objective has not been fully met. However, the following activities are in progress: (a) we are identifying tools and procedures to be used to ensure that

nondiscrimination testing be utilized, (b) we are developing checklists for planning for comprehensive assessments and for the evaluations of the assessment process for a given youngster, (c) we are developing procedures to ensure the use of a multi-disciplinary assessment team, and, (d) we are developing a test reference guide. Action on this objective will be extended through FY '79.

Objective

3. By October 1, 1977, an individual educational program (IEP) will be in place for each handicapped child receiving special education and related services.

Status

Numerous activities have been undertaken to ensure development and implementation of IEPs for all handicapped children. These activities include: (a) staff training through CSPD, (b) ongoing assistance to LEAs through the Regional Administrators, and (c) dissemination of information on the development of IEPs through the Information Management Branch. Additionally, extensive monitoring and evaluation activities have been undertaken in each LEA. The monitoring and evaluation activities focused heavily on the development and implementation of IEPs. In systems where severe problems were identified with the IEP process, "corrective action" has been mandated.

Objective

4. By June 30, 1978, a comprehensive administrative system for the approval of nonpublic tuition assistance for FY '79 will have been approved by the Maryland State Board of Education.

Status

A comprehensive administrative system for the approval of nonpublic placements was developed and implemented. This process included: (a) development of a new referral format to be used by local school systems, (b) refinement of the case review process by Division staff, and, (c) more timely feedback to parents and school systems. Additionally, contracts have been developed between the MSDE and nonpublic providers in Maryland to ensure appropriate services to severely handicapped students in the least restrictive setting.

Objective

5. By May 31, 1978, a comprehensive plan for personnel development within the State shall have been fully implemented.

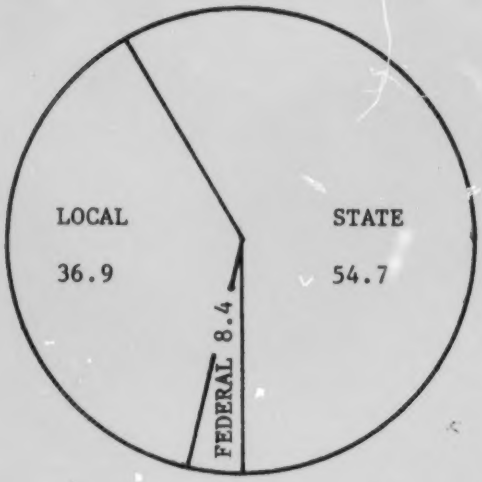
Status

A comprehensive plan for personnel development was developed and implemented. Training has been provided to personnel in all 24 local school systems. Personnel trained include administrators, teachers, aides, related service personnel, bus drivers, regular educators, etc. Additionally, a comprehensive needs assessment was conducted in order to determine specific training needs for FY '79.

REVIEW OF FISCAL RESOURCES FOR FY '78

The excess cost of Special Education in the State of Maryland is funded from three sources: local, state and federal. The breakdown of these sources based on budgeted FY '78 figures is represented in Figure 1.

Figure 1 - Funding Special Education in Maryland



Financial resources administered by the Division of Special Education include both state and federal funds. Both have grown in recent years, and given the state and federal commitments, may be expected to continue to grow in the future. The following represents the projected growth of state and federal funds for the handicapped in the State of Maryland.

Table 1- Growth of State and Federal Funds for Special Education in Maryland

	State	Federal
FY 77	48,463,877	7,340,315
FY 78	53,846,263	8,763,301
FY 79	59,231,153	15,000,000

A fuller breakdown of these funding sources for FY 1978 is found in Table 2. The federal and state funding sources will then be treated subsequently in greater detail in this report.

Table 2 - Funding Sources for Excess Cost of Special Education

I.	STATE		$ 56,764,460
	A. Formularized State Excess Cost Fund (See Table 3 for County Breakdown)	$ 53,846,263	
	B. Nonpublic School Program Fund (See Table 4 for County Breakdown)	2,918,197	
II.	FEDERAL		$ 8,763,301
	A. Title VI-B - Assistance to States (See Table 5 for Project Breakdown)	$ 5,181,306	
	B. Title VI-C - Innovation and Development (See Table 6 for Project Breakdown)	$ 876,873	
	C. Title VI-D - Personnel Preparation (See Table 7 for Project Breakdown)	$ 275,764	
	D. Title I - Institutional Programs (See Table 8 for Project Breakdown)	$ 2,429,358	
III.	LOCAL		$ 38,277,385
IV.	TOTAL (STATE + FEDERAL + LOCAL)		$103,805,146

Formularized State Excess Cost Fund

Excess cost means the cost of educating a handicapped student after the basic cost of educating a non-handicapped student has been subtracted. State law (Education Article, Section 8-417.1(B)) requires that each LEA contribute the basic cost of educating every child, including the handicapped. In addition, LEAs are mandated to expend a specified minimum amount on special education services. The state funding law provides a formula which determines mandated State and minimum local contributions toward the overall excess cost of providing special education services for each fiscal year through FY '81. The State aid for special education is to be expended by the LEA only on the excess cost of special education. Table 3 shows the local mandated minimum and the State share for FY '78. While the local mandated minimum amounts to $28,599,241, LEAs have in fact budgeted $38,277,385 for excess cost for FY '78.

Nonpublic School Program Fund

Each LEA which places a child in a nonpublic school program (wherein program, placement, cost of program and amount of reimbursement are approved by the MSDE) is required to contribute up to 200% of the basic cost from the State and local excess cost fund in addition to the local share of the basic cost. Any additional state approved cost of the placement is funded from a special State reserve for this purpose. Table 4 shows the amount of state reimbursement to each LEA for cases approved for tuition assistance in FY '78.

Table 3 - Local and State Excess Cost Funds for Special Education

Revised April 4, 1977

	FY 1978		
	Local Mandated Minimum	State Share	Total (State and Local)
Total State	$ 28,599,241	$ 53,846,263	$ 82,445,504
Allegany	203,030	589,734	792,764
Anne Arundel	2,998,575	3,576,489	6,575,064
Baltimore City	5,089,655	16,905,507	21,995,162
Baltimore	2,769,035	4,748,275	7,517,310
Calvert	196,170	255,354	451,524
Caroline	72,073	232,865	304,938
Carroll	196,556	955,000	1,151,556
Cecil	197,095	600,955	798,050
Charles	551,821	982,820	1,534,641
Dorchester	92,274	332,460	424,734
Frederick	468,368	850,696	1,299,064
Garrett	178,834	270,232	449,066
Harford	486,261	1,495,750	1,982,011
Howard	888,079	1,645,149	2,533,228
Kent	111,731	300,465	412,196
Montgomery	6,167,749	7,405,021	13,572,770
Prince George's	6,180,882	9,592,196	15,773,078
Queen Anne's	131,793	224,373	356,166
St. Mary's	563,308	725,328	1,288,636
Somerset	61,157	152,901	214,058
Talbot	184,399	235,340	419,739
Washington	374,443	963,432	1,337,875
Wicomico	259,427	607,887	867,314
Worcester	196,526	198,034	394,560

Table 4 - Nonpublic School Program Fund FY '78

As of May, 1978

County	No. of Children	LEA Contribution	State Contribution		
			Education	Health	Total
Allegany	8	26,672	7,756	633	8,389
Anne Arundel	59	161,340	198,517	13,033	211,550
Baltimore	106	410,943	342,813	43,772	386,585
Calvert	4	14,808	11,113	-	11,113
Caroline	1	2,621	6,368	-	6,368
Carroll	4	10,396	970	217	1,187
Cecil	4	10,320	24,486	925	25,411
Charles	7	26,910	13,194	-	13,194
Dorchester	2	6,220	-	90	90
Frederick	10	30,550	63,082	5,009	68,091
Garrett	1	2,542	8,483	-	8,483
Harford	10	32,570	93,871	7,228	101,099
Howard	41	155,756	165,379	17,514	182,893
Kent	3	9,582	23,716	4,118	27,834
Montgomery	501	2,424,454	1,003,171	101,893	1,105,064
Prince George's	76	286,503	250,789	17,141	267,930
Queen Anne's	2	5,928	12,444	363	12,807
Somerset	1	2,353	1,247	-	1,247
Washington	7	19,329	20,276	731	21,007
Wicomico	11	21,321	6,488	-	6,488
Worcester	1	3,567	10,712	363	11,075
Baltimore City	540	1,473,857	411,089	29,203	440,292
TOTAL	1,399	5,138,542	2,675,964	242,233	2,918,197

Title VI-B - Assistance to States

P.L. 94-142 provided $5,108,386 in Pass through and Discretionary Grants to the State of Maryland in FY '78. These funds are expected to double in FY '79. In accordance with the federal formula, fifty percent of these funds are passed through directly to LEAs, while fifty percent are distributed to the LEAs as Discretionary Funds. This formula will change in FY '79 and thereafter to 75%-25%.

The State of Maryland has also received in FY '78 a Preschool Incentive Grant Award under Title VI-B, totaling $72,920. The breakdown of VI-B funds is found in Table 5.

Title VI-C - Innovation and Development

Title VI-C of the Education of the Handicapped Act provides federal funds for innovation and development. The MSDE secured four awards under this title during FY '78. They included: (1) A Deaf-Blind Project now seven years in operation, (2) Project SURE (Special Utilization of Resources for the Early Education of the Handicapped), centered in Baltimore City, (3) Project SAFE (Special Assistance for Early Education of the Handicapped) centered in Anne Arundel County, and (4) Direction Service Centers. The latter was comprised of three centers: the Eastern Center in Dorchester County, the Central Center in Prince George's County, and the Western Center in Allegany County. Table 6 delineates the funding from each source.

Table 5 - Title VI-B - Assistance to States - FY '78

	Pass Through	Discretionary	Total FY '78 Local Allocation
Administration	-0-	$ 255,419	$ 255,419
Allegany	$ 37,036	226,000	263,036
Anne Arundel	257,207	84,495	341,702
Baltimore City	658,982	115,000	773,982
Baltimore County	293,732	-0-	293,732
Calvert	21,966	55,000	76,966
Caroline	16,347	-0-	16,347
Carroll	50,573	15,000	65,673
Cecil	35,248	25,000	60,248
Charles	46,231	40,000	86,231
Dorchester	20,944	125,000	145,944
Frederick	48,785	63,800	112,585
Garrett	35,503	272,086	307,589
Harford	75,093	29,766	104,859
Howard	60,534	-0-	60,534
Kent	-0- *	-0-	-0-
Montgomery	337,664	51,598	389,262
Prince George's	361,418	181,000	542,218
Queen Anne's	15,581	-0-	15,581
St. Mary's	37,547	55,000	92,547
Somerset	4,853	152,000	156,853
Talbot	-0- *	-0-	-0-
Washington	48,785	242,100	290,885
Wicomico	7,705*	-0-	7,705
Worcester	19,923	-0-	19,923

	Total FY '78
Grant to State for the Education of Handicapped Children (Preschool Incentive)	$ 72,900

* These LEAs have rejected all or part of their VI-B Pass Through Funds totaling $62,536.

Table 6 - Title VI-C - Innovation and Development FY '78

Title VI-Projects Innovation and Development	Amount	Total
Deaf Blind Project		
State	$ 55,047	
Mental Retardation Administration	$ 216,757	
Maryland School for the Blind	$ 182,010	
United Cerebral Palsy	$ 20,712	
	$	$ 474,526
Project SURE:	$ 127,000	$ 127,000
Project SAFE:	90,000	$ 90,000
Direction Service Centers		
MSDE Central	47,324	
Eastern Center	44,616	
Central Center	48,606	
Western Center	44,801	
	$ 185,347	$ 185,347
Total		$ 876,873

Title VI-D Personnel Preparation

Title VI-D of the Education of the Handicapped Act provides funds for personnel preparation activity. In FY '78, the MSDE received a third year continuation grant for personnel training entitled Impact VI - Target 1980. In addition, a Demonstration Center for Severely and Profoundly Retarded Youth in Baltimore City was also funded under this title. The funding breakout for these projects is found in Table 7.

Table 7 - Title VI-D - Personnel Preparation FY '78

Title VI-D Projects Personnel Preparation	Amount	Total
Impact VI - Target 1980 (Teacher Training)	$ 146,000	
Severely Retarded Youth (Demonstration Center for Severely and Profoundly Retarded Youth - Baltimore City)	$ 129,764	
		$ 275,764

Title I - Institutional Program for the Handicapped

Title I of P.L. 89-313 provides an entitlement to LEAs for the education of handicapped children returning from nonpublic institutions or still being educated in them. It also provides funds to nonpublic schools and institutions. Table 8 gives the breakdown of each allocation.

Table 8 - ESEA, Title I - P.L. 89-313 Allocation FY '78 (Approved)

Local School Systems	Total Allocation
Total State	$ 752,144.64
Allegany	2,410.72
Anne Arundel	34,955.44
Baltimore City	232,031.80
Baltimore	69,308.20
Calvert	-0-
Caroline	10,245.56
Carroll	19,285.76
Cecil	5,424.12
Charles	7,232.16
Dorchester	20,491.12
Frederick	8,347.52
Garrett	1,205.36
Harford	19,285.76
Howard	21,093.80
Kent	9,642.88
Montgomery	104,263.64
Prince George's	118,125.28
Queen Anne's	7,232.16
St. Mary's	1,808.04
Somerset	7,232.16
Talbot	3,013.40
Washington	18,080.40
Wicomico	29,531.32
Worcester	1,808.04

Nonpublic Schools and Institutions	Amount
Total	$ 1,677,214
Maryland School for the Deaf	274,475
Linwood Children's Center	11,000
Maryland School for the Blind	175,380
Vocational Rehabilitation Centers	67,500
Mental Retardation Administration	803,795
Mental Hygiene Administration	183,823
MSDE Headquarters	161,241

Other Funding for the Handicapped

While the preceding describes the totality of federal and state funds that are administered by the Division of Special Education of the MSDE, there are still other federal funds that are provided for the education of handicapped children. These are vocational education funds and impact aid funds.

Regulations for the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 state that "The State shall expend at least ten percent of the allotment under section 102(a) of the Act for vocational education for handicapped persons" (par. 104.312). For FY '78 that would amount to approximately $926,000 for vocational education programs for handicapped persons in the State of Maryland. The funds are administered by the Division of Vocational-Technical Education.

An additional federal funding source is Impact Aid which provides financial assistance as a result of the impact of federal activities on the tax base in LEAs. Not all LEAs receive such funds. One element of the funding formula is the reimbursement for the education of identified handicapped children in tier 1 (15%) and tier 2 (75%). Approximately $684,639 has been identified as having been allocated to LEAs under this authority in FY '78. This money goes directly to LEAs and is non-categorical, hence it need not be applied to programs for the handicapped, even though money has been generated by the count of handicapped children.

2.

Past Accomplishments FY 78

Nonpublic Tuition Assistance

The nonpublic school tuition assistance program underwent significant changes during the 1977-78 school year. Much of the impetus for revision was the comprehensive evaluation of this Department's local education agencies' procedures, and of the State's utilization of nonpublic school placements for handicapped children.

The review concluded that a standardized, State administered procedure was needed. The procedures that were developed enabled the Department to evaluate a child's special education needs and the availability of services within a specific LEA and/or State operated program. For the first time, LEAs and the Department collectively reviewed each child's special education needs and sought responsive appropriate services in the least restrictive settings available on a Statewide basis.

The new procedures were comprehensive. LEAs were required to review all pertinent records relating to a prospective nonpublic school applicant. They were also required to provide the Department and each child's parent(s) with an up-to-date education assessment. These requirements had to be completed in conjunction with the child's parent(s) or guardian(s) and other agencies within the child's community.

While the procedures were announced in February 1977 and a formal State sponsored training program was offered to all LEA staff, some LEAs had a great deal of difficulty complying with a filing deadline of June 1, 1977.

The Department planned to review each of the anticipated 1,500 non-public school applications during June and issue placement decisions no later than July 1, 1977. Unfortunately, the several months of lead time provided to LEAs proved to be inadequate for most, because on June 1 the Department had received only four applications.

The delayed schedule led to the Department's placement announcement being made on September 1, 1978. This has been referred to, by some, as the "Labor Day Massacre" in that of the 1,009 applications received, 130 could not be approved by the Department in the form submitted. Reasons for these denials ranged from a lack of sufficient and valid information to recommendations that were inappropriate for a given child's special needs. These much delayed announcements caused a great deal of hardship for the children and their parents.

Following the denials, parents who wished to appeal the State's decision were granted a State level hearing before a panel of three independent hearing officers. Fifty nine such hearings were held. Children were permitted to remain within a particular private placement during the hearing process. This proved to be an effective means of safeguarding each child's placement during due process procedures.

Least Restrictive Environment

One fact highlighted in the initial review of the tuition assistance program was that a number of children were being placed in residential programs great distances from Maryland. Distance and numbers of approved out-of-state facilities combined to make it virtually impossible to provide a quality of program and child supervision that the Department wanted and needed to provide.

One solution was the strict enforcement of the least restrictive setting requirements of State and Federal laws. In order for a child to be approved for a residential program, an LEA had to verify handicapping characteristics that exceeded its program ability.

An important approach geared to limit the number of nonpublic schools was the implementation of a Request for Proposal (RFP) System. This approach was installed during the 1977-78 school year, and an evaluation of its effectiveness will be conducted during the first semester of the 1978-79 school year.

It is the Department's objective, through use of these two approaches - namely, the requirement of current and comprehensive information and a consolidation of placement into a limited number of out-of-state schools - to provide services in less restrictive settings and to monitor nonpublic schools effectively.

A very significant additional element, explicit in the system, is the Department's cooperation with instate nonpublic schools to assist in developing a range of services to enable them to enroll more severely involved and multiply handicapped children. Through this form of cooperative planning, it is the Department's belief that 30 to 40 children will be returned to appropriate programs in Maryland.

Office Procedures

In addition to evaluating the Division's practices relating to approval requirements of cases, we were able to utilize a reasonably comprehensive data based financial accounting system.

The system has two basic functions. First, it enables the Department to analyze the number of placements and requested costs on a county basis and according to specific nonpublic schools. Cost information can be compiled in three main areas of concern: (1) education, (2) health/medical, and (3) food. It is the Division's objective to have this system become the basis for a fiscal accountability review of each nonpublic facility serving Maryland children.

The second function of a related program is a nationwide cost comparison capability. This data based program enables the Division to compare and contrast the costs of specific services offered by all nonpublic schools reporting. From this information, a median cost for a discrete service can be determined. There are several other important capabilities implicit in this system, and its further development is being studied.

Summary of the 1977-78 School Year

In general, the thrust of the nonpublic school tuition assistance program for the 1977-78 school year was to institute the revised application procedures; conduct State level hearings according to revised State laws and Federal rules; develop and implement a RFP System; and implement a data based computer accounting and cost comparison system.

In addition, the 1977-78 procedures were evaluated for efficiency and effectiveness and, accordingly, revisions were developed and implemented for the 1978-79 school year.

Attachment I exhibits the number of nonpublic school cases that were approved by the Department and the cost of the tuition assistance program for the 1977-78 school year.

APPROVED NONPUBLIC SCHOOL PLACEMENTS 1977-78 SCHOOL YEAR

Local Unit	NO. OF CASES APPROVED *			EDUCATION		STATE SHARE FOR HEALTH	STATE SHARE FOR FOOD	TOTAL STATE CONTRIBUTION	GRAND TOTAL (LOCAL AND STATE)
	UNDER 300%	OVER 300%	TOTAL	LOCAL CONTRIBUTION	STATE CONTRIBUTION				
Total State	777	681	1,458	$ 5,374,387	2,696,623	$ 236,351	$ 19,429	2,952,403	8,326,790
Allegany	1	8	9	31,984	7,756	678	181	8,615	40,599
Anne Arundel	27	34	61	166,803	198,517	13,033	686	212,236	379,039
Baltimore City	349	201	550	1,529,189	439,874	30,538	---	470,412	1,999,601
Baltimore	32	77	109	423,843	348,194	44,601	972	393,767	877,610
Calvert	---	4	4	14,948	11,113	---	---	11,113	26,061
Caroline	---	1	1	2,786	5,368	217	---	6,585	9,371
Carroll	3	1	4	10,448	970	---	---	970	11,418
Cecil	---	5	5	15,175	29,226	1,603	62	30,891	46,066
Charles	4	4	8	24,993	9,124	---	---	9,124	34,117
Dorchester	2	---	2	6,220	---	90	---	90	6,310
Frederick	1	10	11	35,519	63,082	5,009	369	68,460	103,979
Garrett	---	1	1	2,468	8,483	---	---	8,483	10,951
Harford	---	11	11	34,760	93,871	7,228	---	101,099	135,859
Howard	7	34	41	156,674	165,379	17,514	79	182,972	339,646
Kent	---	3	3	10,062	23,716	4,118	---	27,834	37,896
Montgomery	322	214	536	2,551,260	1,002,107	95,753	15,413	1,113,273	3,664,533
Prince George's	18	62	80	304,150	248,388	14,875	1,667	264,930	569,080
Queen Anne's	---	2	2	5,828	12,444	363	---	12,807	18,635
St. Mary's	---	---	---	---	---	---	---	---	---
Somerset	---	1	1	2,523	1,247	---	---	1,247	3,770
Talbot	---	---	---	---	---	---	---	---	---
Washington	2	5	7	20,204	20,276	731	---	21,007	41,211
Wicomico	9	3	12	24,550	6,488	---	---	6,488	31,038
Worcester	---	---	---	---	---	---	---	---	---

*The 300% indication represents the required local education agency contribution of 300% of its local basic cost per pupil for each nonpublic request.

Child Find

Background of "Child Find" Activities

The elements of Child Find--identifying, locating, and evaluating handicapped children--are by no means new to Maryland. Innovative programs at the local level have existed for some time.

Carroll County had one of the first preschool evaluation programs in the State. Its program, entitled Project SEARCH, originally tested 2,000 children between 0 to 5 years of age. Established with good interagency and community cooperation, it now has been renamed and expanded into Child Find.

On the Eastern Shore, four counties -- Caroline, Queen Anne's, Dorchester and Talbot collaborated, through the services of a regional special education center, to identify severely handicapped children 0 - 5 years of age. Fifty-nine children were identified.

In Southern Maryland, Charles County has had an effective Child Find effort under way for approximately four years, supported by excellent interagency cooperation.

Baltimore City recently undertook Project SURE, a two-year Federally funded program for the early identification of preschool handicapped children. Anne Arundel County has a companion program, Project SAFE, to identify and to serve the preschool handicapped.

Coordination of "Child Find" by MSDE

"Child Find," as both a State and Federal priority, came under the coordination of the Division of Special Education in July, 1977. The Division, in line with the State Education Agency (SEA) responsibilities, developed guidelines on "Child Find," which local education agencies (LEAs) compiled when submitting individual annual plans to the SEA.

Prior to the submission of "Child Find" plans by locals, MSDE surveyed the local school systems to ascertain the type and kind of public awareness activities which were operational and those for which assistance might be required. MSDE-designed awareness packets were introduced and distributed to local directors of special education at a statewide meeting in August, 1977. That meeting also served to highlight MSDE's projected "Child Find" activities for 1977-78.

Awareness Activities

The use of MSDE awareness packets by LEAs has resulted in regional coverage around the State. A major metropolitan newspaper has given statewide coverage to a feature story of Child Find by the Assistant State Superintendent for special education. A news conference by MSDE's State Superintendent has resulted in radio and television spots across the State and in selected television appearances.

The 30-second television spot, with the message of the State Superintendent, which was first telecast December, 1977, has been carried as a public service announcement twice a day, seven days a week. The spot has been aired by WMAR, one of the State's most powerful stations.

Three additional television spots as well as radio spots have been scheduled for production through the summer and fall of 1978.

Coordination Activities

Other Divisions within the Department, with a logical interface with Child Find, have been contacted with liaisons established in external outreach activities.

Interagency liaison with the Departments of Health and Mental Hygiene and Human Resources has also been established. Collaborative efforts have been undertaken with other agencies such as Head Start. A network of contacts has been distributed to all LEA Child Find coordinators.

All LEA Child Find coordinators received an MSDE-designed data collection instrument for reporting referrals and placements. Subsequently, data have been submitted to this SEA on a quarterly basis, citing population by age, disability and awareness techniques used. This instrument has served as an initial monitoring device of LEA activity.

Onsite conferences with LEA Child Find coordinators and MSDE's Child Find Specialist were initiated in spring, 1978. The 24 coordinators have been contacted for specific information about ongoing programs, need for assistance from the SEA, suggested modifications in MSDE's data collection instrument and other program-related data. LEA problems and concerns were addressed in the statewide Child Find meeting in late spring.

Parent workshops, in the State's more rural areas, designed with MSDE assistance, have been implemented to orient parents in managing handicapped children in home environments.

Dissemination Activities

Approximately 200,000 Child Find leaflets have been printed and distributed widely throughout the State. A mass mailing of over 30,000 pieces was sent from MSDE to all licensed physicians in the State, social workers, speech pathologists and audiologists, physical and occupational therapists. Bulk mailings were made to parent interest groups, service and community organizations. Leaflets in a supply of 6,000 per LEA were distributed for use in all 24 LEAs.

A general news release, issuing interim statistical information on Child Find, was prepared for distribution to dailies, weeklies, to the wire services, State's congressional delegation and PTA groups statewide. The release, in turn, resulted in contacts with more populous counties by the metropolitan Washington press. Feature stories were prepared on Montgomery and Prince George's County programs.

Mailings of Child Find materials have been made also to directors of all licensed Day Care and Headstart Centers in the State. Requests for more than 4,000 Child Find leaflets have been received and provided to major interest groups for the handicapped within the State.

The State's 24 Early Identification coordinators and reading specialists have been contacted to discuss awareness activities, share current data on "finds," and receive that group's concerns about coordination of IEPs and other related information at the local level.

Participation in statewide meetings of minority group and health-related organizations has resulted in contacts with individuals who might otherwise not have been reached.

The first year collation of information on statewide "Child Find" activities occurred at a MSDE-sponsored meeting of LEA coordinators in May, 1977. The meeting, also attended by staff of the State Department of Health and Mental Hygiene and directors of Head Start units, provided a forum for exchange of program information as well as presentations on innovative "Child Find" models.

End-of-Year Statistics

The cumulative data on the number of "finds" in the State have indicated more than 2,400 unserved handicapped children have been identified as requiring programs or services. Of that number, more than 1,700 are preschool children. The areas of disability which predominate in that population are mental retardation and speech and language impairments. LEAs have been required to specify provision for these children within annual program plans for the next school year.

The SEA has demonstrated its compliance to the U.S. Office of Education on the State's "Child Find" acitivites by submitting data to that agency on a quarterly basis.

Hearing Officers' Training Manual

Because of the large number of hearings conducted by the State each year and the State's commitment to conduct these hearings in full compliance with the law, with a resultant appropriate educational plan for the child, it was determined that a training module for impartial hearing officers (IHOs) would be produced. This project was operated as part of the Comprehensive System of Personnel Development. It was presented to State hearing officers in April of 1978 as part of a three-day seminar. LEA administrators and individuals who wished to be hearing officers at the local level were also provided with manuals and invited to attend the seminar.

The IHO training module--(manual and seminar)--has three major objectives:

- To equip hearing officers with the competencies necessary to make educational decisions that are effective for the individual children involved.
- To provide hearing officers with skill in handling the mechanics of the hearing so that all pertinent data are addressed and due process safeguards are followed.
- To develop capability in IHOs for preparing a cogent, implementable, and well-articulated written decisions.

There are four components in the IHO training module. They are described below.

A Trainers' Manual

This document concerns qualifications, selection and payment of IHOs. It also provides a set of competencies against which to evaluate IHO trainees, a set of objectives and related instructional stategies, and a sample format for a training seminar.

A Trainee's Manual

This addresses the role and rights of IHOs, the knowledge base which they must have, the mechanics for conducting a hearing, and the procedures for preparing a written decision. This manual also contains a glossary of terms, a pre-test/post-test, a model for a hearing agenda, formats for note-taking during hearings, and a format for a written decision.

The Resource Manual

This is the largest part of the IHO Module. It is divided into six sections:

- Federal Laws
- Federal Rules and Regulations
- Maryland State Law
- The Maryland Special Education Bylaw
- Programs Available in Public and Nonpublic Schools
- Charts and Forms

The Training Seminar

The training seminar was conducted in three full day sessions. The content and activities included the following:

- A pre-test on the contents of the IHO Manual.
- A presentation on the legal basics of the laws which bear upon special education hearings.
- A discussion on the relationship between the law and the educational data presented in the hearing.
- Instruction on the use of educational criteria in forming a plan for service delivery for the child, and the design of the written decision.
- A presentation on the mechanics of conducting a hearing.
- A series of simulated hearings in which all IHOs participated.
- The submission of written decisions by all participants for evaluation and modification by instructors.
- A critical review of the written decisions.
- A post-test.

In order to be approved as State level hearing officers participants had to meet the following criteria.

- Attendance at each seminar session.
- Preparation of a decision that included an adequate educational plan, complying with legal mandates, and which was coherently written.
- A score on the post-test of at least 43 points out of a possible 57 points.

Fifty-three individuals originally enrolled in the seminar as IHO trainees. Twenty successfully completed it. Nearly every local education agency was represented.

IN FY '79 the manual will be revised, the seminar structure will be modified, and the training will be conducted again.

Special Education Bylaw

In 1978, over two years of work on the Special Education Bylaw was completed. The Bylaw became effective on May 19, 1978.

The passage of this revised Bylaw was the major Division accomplishment of this year for the following reasons:

- It provides legal guidelines and programmatic framework for non-categorical service delivery to handicapped children.
- It incorporates State statute and P.L. 94-142 regulations into an implementable system for State and local administration of special education. This system becomes the structure for State and local planning, for monitoring and evaluation, for setting of programmatic and funding priorities, and for collaboration with all other agencies.
- It describes six levels of service for children based on need for special education and related programs including the minimum ratios of staff to children at each level.
- It includes definitive strategies for the provision of non-public programs for children which comply with the law and lead to increased placement of children closer to, or in their home communities.

- It illustrates procedures for the conduct of special education hearings and for adherence to all procedural safeguards which are guaranteed to children and parents by State and Federal law.

- It has received attention as a national model.

The events of FY '78 that led up to the final passage of the Bylaw are listed below.

- September 7, 1978 — A hearing before the State Board of Education where over 50 witnesses testified.

- September - October 1978 — Revision of the Bylaw based on testimony presented at the above hearing.

- The draft of the Bylaw was published in the Maryland Register.

- December 21, 1977 — A second hearing was held before the State Board.

- December 1977 - January 1978 — The Bylaw was revised and refined, based on over 300 pieces of testimony submitted.

- January 25 - January 31, 1978 — A final hearing was conducted by the State Board, and on January 31, after making some modifications in it, the State Board passed the Bylaw.
- March 10, 1978 — The Bylaw was published in the Maryland Register.
- April 1, 1978 — The joint Legislative Review Committee of the Maryland Legislature conducted a hearing on the Bylaw.
- April 26, 1978 — After reviewing written testimony--about five pieces--the Board gave its final passage to the Bylaw.

In order to disseminate the major concepts of the Bylaw to community groups, a series of informal meetings was conducted in each of the five regions of the State. During FY '79 a multi-media training package will be prepared for self-instruction or group instruction by administrators, instructional staff, parents, college and university faculty and students, and community groups.

Early Childhood Services

The Maryland State Department of Education has utilized Federal, State and local resources to conceptualize and develop the framework for full service delivery to all handicapped children, 0-20, by July 1, 1980. To this end, the following early childhood components are currently in place or nearing completion. These components constitute a plan of increased service delivery that is logically sequenced and developmentally based while stressing quality intervention.

Past Accomplishments Through FY '78

- Mandatory State Legislation - Maryland is among the very few states having mandatory special education services provided to children identified as handicapped, from the moment of birth. Therefore, preschool education is not a commodity that has to be negotiated as a program of potential merit. That merit has been recognized as a concrete reality by the State Legislature since its passing of the Annotated Code of Maryland in 1957 and by the State Board of Education when it approved the revised Bylaw in 1978.

  As further defined in the Bylaws, this service commitment is quite clear.

  > "In accordance with Article 77, Section 106D, Annotated Code of Maryland, State and local education agencies shall provide free and appropriate educational programs and related services for all handicapped children, from birth through the age of 20, who are found to be in need of special educational services. These appropriate services are to begin as soon as the child can benefit from them, provided services for children under age of five shall be phased in as required by law."

- Exemplary Model Programs - Program modifications, new concepts, increased fiscal support and research verification have all assisted in the planning, development and implementation of over seventy existing model and replicated preschool programs.

  - Four model preschool continuum programs operated in Anne Arundel, Charles, Frederick and Garrett counties for ages 2-1/2 through 5 (Title VI-B).

  - Two model preschool early identification and intervention programs in Carroll and Prince George's Counties for ages 0 through 5, and one model preschool program for language impaired children ages 3 and 4 in Anne Arundel County (Title VI-B).

  - One program for multi-handicapped auditorily-impaired children ages 0 through 12 in Baltimore City (Title VI-D).

  - Three residential centers and some 32 developmental centers (i.e., day care centers) throughout the State serving the severely and profoundly retarded on developmental levels (MRA).

  - Four parent-infant programs for the hearing impaired in Baltimore City, for ages 0 through 5, and in Baltimore, Montgomery, and Prince George's Counties for ages 0 through 3 (State/local funds).

- Six programs for the hearing impaired ages 0 through 21 in Dorchester, Harford, Kent, St. Mary's Talbot and Wicomico Counties (State/local funds).

- Three preschool diagnostic developmental centers in the public schools, namely, Chatsworth and White Oak Special Schools in Baltimore County and Rock Creek Center in Frederick County, serving ages 0 through 5 (State/local funds).

- Two U. S. Office of Education First Chance projects in Baltimore City, namely, the Baltimore City Public School early education continuum for learning for ages 3 through 5 and the parent infant-program for the hearing impaired at the Hearing and Speech Agency of Greater Baltimore for ages 0 through 3 (Title VI-C).

- One U. S. Office of Education First Chance, State Department of Education, Project SAFE serving low incidence handicapped children age 0 through 5, located in Anne Arundel County (Title VI-C).

- One U. S. Office of Education, State Department of Education, implementation grant Project SURE, for low incidence handicapped children age 0 through 5, located in Baltimore City (Title VI-C).

- Placement programs and services provided as appropriate to eligible children through the State Department of Education Deaf/Blind Program, beginning from birth (Title VI-C).

- Special needs innovative programs in Baltimore City, Frederick and Montgomery Counties, depending on developmental levels (Title VI-C).

- A multitude of preschool programs for nonpublic placement ages 0 through 5, including: The Children's Guild, United Cerebral Palsy Centers, Gateway Preschool, Easter Seal Center, Christ Church Child Center, Bowie Therapeutic Nursery Center, Maryland Schools for the Deaf and Blind, MARC Preschool and the Providence Center (Title I).

- State Board Resolution - To ease the implementation of the recent State Bylaws and to make it congruent with the mandates of Public Law 94-142, the State Board of Education passed resolution 1977-51.

  The Division of Special Education estimated the following time-lines as maximum limits for preschool service delivery.

Fiscal 1978	5-20
Fiscal 1979	3-4
Fiscal 1980	0-2

  Although program intervention for preschool handicapped children, across these age groups has been in progress for almost fourteen years, it is not implemented for all children of all ages.

Resolution 1977-51 insures that implementation by July 1, 1980. It was felt that these timelines were necessary to uniformly set priorities for all local education agencies within Maryland. This resolution will not only allow for the progressive implementation of the Laws involved, but will maximize the possible assistance the State education agency can provide to the local education agencies for program development.

- The Maryland State Department of Education Early Childhood Committee - The Maryland State Department of Education Early Childhood Committee is comprised of one to three representatives from each of the ten divisions in the Department.

  To date, the Committee has primarily been involved with reacting to Federal and State legislation, writing reports to the State Board of Education and promoting State education agency and local education agency involvement in the Week of the Young Child. As a result of these efforts, the Superintendent of Schools has designated official status to this interdivisional body.

  Equally important to the above listed functions is the information sharing forum that exists during this group's biweekly meetings. The realization of parallel divisional goals, the minimizing of overlapping efforts, the sharing of available resources and the general upgrading of awareness that each member has derived is a most significant outcome.

Thirdly, the existence of this committee is a model or example of compatibility among divisions with divergent responsibilities. Local education agencies implementing preschool programs and major departments within the State can benefit from this example.

- Special Services Information System - The Special Services Information System provides compiled, statistical information on handicapped children while maintaining complete confidentiality. County (or city) totals on numbers of children and services are available for public use. State agencies and local agencies regularly receive the semi-annual reports. Advocacy groups, students and others may request this type of information. Special reports are prepared for particular needs. Information broken into units smaller than a total county (or city) are provided only for the agency directly involved.

- The Early Childhood Incentive Grant - Early Childhood Incentive funds for the State of Maryland are being applied toward developing, producing and disseminating three documents. A directory of Maryland's preschool models and services, an early childhood policies and procedures manual, and a curriculum handbook will assist parents, local education agency administrators and teachers, to bridge the gap between administrative process and program content. Additionally, they will supply the necessary parallel framework for each county in pursuing program design

development and implementation. Process (administrative) and content (program) information will be documented and packaged for each local education agency. As individual components that can stand alone, these documents will be geared toward parents, administrators and teachers.

- Head Start Program Interface - Recognizing the need for collaborative management, planning and service delivery efforts between local education agencies and Head Start programs in meeting State and Federal mandates to provide educational programs for handicapped children, the Maryland State Department of Education and Maryland's Head Start programs have developed a letter of intent addressing a coordinated effort toward closely related goals. The Letter of Intent specifies objectives addressing a systematic communication network for information sharing, joint training workshops and activities, joint representation on advisory boards and collaborative Child Find efforts. This precedent-setting action is the first of its kind nationally. The Maryland State Department of Education's commitment to this process was reinforced through State Board of Education's Resolution 1977-8.

  A statewide conference was held last March for local education agencies, special education supervisors and Head Start directors to establish contact and begin to develop strategies and activities to implement the objectives under the Letter of Intent.

Many of the local school systems have already designed models for the smooth transfer of handicapped children from Head Start Programs into the Local Education Agencies. The Program Development Continuity Project located in Takoma Park Elementary School is an example of this planned system. Additionally, systems have been designed for the sharing of resources and related educational services such as those provided by physical and occupational therapists and speech pathologists.

To insure the continued success of these cooperative arrangements, the Assistant State Superintendent for the Division of Special Education, has appointed a staff member to maintain a close liaison between the Division and Maryland's Head Start Programs.

- Cooperative Agreements with other State Agencies - The Maryland State Department of Education enjoys a good working relationship with other state agencies and holds multi-agency memberships. The Maryland State Department of Education serves on evaluations of nonpublic settings in- and out-of-state, and provides training opportunities for educational personnel within such facilities. Further, the Division of Special Ecuation, in cooperation with Social Services, has been responsible for facilitating the transition of approximately 1200 handicapped students placed out-of-state into programs within the state.

Working closely with other agencies such as the Mental Retardation Administration within the State, the Maryland State Department of Education has enabled daily attendance in regular school programs of substantial numbers of handicapped children and youth who reside in institutional settings. Maryland State Department of Education is also represented on Admission, Review and Dismissal Committees by professionals from many areas of specialization.

The Comprehensive System of Personnel Development

The Comprehensive System of Personnel Development (CSPD) was designed to prepare staff in educational programs to participate effectively in the implementation of P.L. 94-142. The system was designed to integrate all special education inservice training statewide through the following:

- mutual SEA/LEA development of goals
- administration of all SEA special training under one administrative unit
- utilization of SEA resources for direct training and for cooperative planning
- implementation and evaluation of training programs conducted at the local level

In addition, a major strategy for use of resources is the arrangement of an exchange of expertise, technical assistance and demonstration programs between public schools, developmental and residential centers, and nonpublic programs. The system is constructed to facilitate the accountability of the Division of Special Education and the local education agencies, since procedures for monitoring progress toward the identified goals, and for modification of the training and ultimately of the goals are built into the plan.

In order to impact children wherever they are served, the CSPD requires that all training conducted or facilitated by the Division of Special Education be coordinated through the LEAs and that in each instance appropriate staff from all education programs within a given locale (including nonpublic programs) be invited to attend the scheduled programs. In situations where a transition is planned for the eventual LEA administration of a developmental or residential education program, joint training of administrators and instructional staff from both agencies has been arranged.

A manual relative to the CSPD has been written and distributed to all local special education directors and to all Division and Department personnel and college and university staff involved in the delivery of special education training. This manual contains a description of the training which is addressed by the Division in priority order, strategies for meeting the goals, procedures for acquiring training, and listings of scheduled programs, training resources, and selected materials and equipment for instruction as well as procedures to be used by LEAs in requesting training.

Topics

- The Implications of P.L. 94-142 - Training addresses the major components of the law, the rules and regulations according to which it is interpreted, and the implications of legislation for the State for local school systems, education staff, parents and children.

- The Development and Implementation of IEPs - The format of the Individualized Educational Plan (IEP) is presented here in a module that addresses the writing of long term goals, short term objectives, and the various service components that must be considered. Beyond this, measurement procedures and curriculum content and instructional methods are presented as needed.

- Diagnosis and Assessment - Formal and informal assessment procedures are examined in this training program as they apply to students in programs from infancy through vocational training. Content includes interpretation of test protocols and reports from physicians, audiologists, psychologists, psychiatrists, and therapists. In addition, task analysis and classroom observation techniques are studied.

- Adaptation of Regular Class Programs for Children with Special Needs - Instruction is provided in order to facilitate programming for children with learning problems in academic programs, art, music, physical education, home economics, industrial education, and in the general operation of the school.

- Behavior Management Strategies - The principles of behavior are the framework for this program. The use of these principles for children in various programs is delineated. Systems for data collection relative to behavior are emphasized. Within the same area, items such as task analysis, token economies, and surface management techniques are demonstrated.

- Evaluation Procedures - Methods for effective evaluation are presented, including comprehensive evaluation models, feedback procedures, project monitoring, and evaluation of individual programs and staff competencies, as needed. The need for evaluation design at the initiation of programs is stressed as well as systems for communicating and disseminating results to administrators and consumers.

- Instructional Strategies for Special Education Programs - Training in this area encompasses approaches to academic content, special subjects, behavior problems, self-care skills, language development, cognitive growth, and infant development. Competencies from related disciplines such as Physical Therapy are included where appropriate for the children involved.

- Environmental Technology - The acquisition and/or modification of equipment to assist students in learning and mobility is addressed as it relates to various programs. Issues in the design of rooms, buildings, and recreation areas to accommodate children with all types of handicaps will be studied. Guidelines for school construction will be disseminated as they are developed.

- Parent Education - Parent education is considered primarily in terms of the development of knowledge and instructional competencies in professional staff for assisting parents in becoming more effective in dealing with their children in the family situation, understanding school-related issues, and in acquiring necessary resources.

- Impartial Hearing Officers Training - Training was necessary for those persons serving as IHOs in an effort to upgrade their skills and knowledge regarding the due process rights of parents as outlined in P.L. 94-142 and the new Bylaw for the State. Therefore, persons wishing to continue or to begin serving as State-level hearing officers were invited to participate in a three-day training program geared toward the following: (1) the development of a knowledge base regarding the implementation of procedural safeguards in the hearing process; (2) the development of competencies in the rubrics of conducting a hearing; and (3) the development of competencies in preparing appropriate and thorough written decisions after the hearing has been conducted.

- Needs Assessment - While not appropriately identified under "Training," the staff of CSPD felt that it was essential to poll teaching staff across the State regarding its perceptions of training needs. With that in mind, the CSPD developed and disseminated a Needs Assessment questionnaire for response by all special education teacher and aide staff, and 10% of the general education population. The intent of this Needs Assessment has been to elicit from direct service teaching staff accurate data regarding the kinds of inservice training which it needs in order to implement fully Federal and State legislation.

- Implications of Maryland Bylaw - The State of Maryland is now operating under new Bylaw procedures (passed in January, 1978, effective May, 1978). Because there are components of this Bylaw which exceed the requirements of P.L. 94-142, and because the new Bylaw contains processes which are unique to the State of Maryland, it became incumbent upon CSPD staff to develop appropriate vehicles for training all education staff in the State regarding its new mandate. Therefore, with the assistance of the Assistant State Superintendent for special education, a series of five regional information seminars was held to inform parents, educators, advocacy groups and all other interested parties about the new Bylaw. Additionally, individual Bylaw workshops have been held in local school systems with information being generated by appropriate Division staff.

  Another series of Bylaw Seminars was held in March for representatives of the local education agencies to describe and discuss thoroughly the issue of "Levels of Service," including staffing ratios, which is a new process being implemented in the State as a result of the Bylaw.

- The Deaf/Blind Project - Teachers, teacher aides, and parents of children with auditory and visual impairments in combination were provided a program of technical assistance, education and diagnostic support services from the Maryland Deaf-Blind Program. A statewide conference for parents of deaf-blind children was

held May 5-6 at the Quality Inn, Towson, Maryland. Speakers from the Maryland State Department of Education, Division of Special Education, presented information regarding parents' rights and responsibilities as they relate to P.L. 94-142 and the new Maryland State Bylaw, and Programs for the Handicapped.

Several workshops focusing on comprehensive services for deaf-blind children were held at Great Oaks Center, Rosewood Center, Holly Center, and the Maryland School for the Blind. Topics for these workshops included:

- Sensory Integration Dysfunction as it Relates to Deaf-Blind Individuals
- Vision Stimulation and Use of Low Vision Skills
- Feeding Techniques with Multi-Handicapped Deaf-Blind Children
- Auditory Assessment of Deaf-Blind Children
- Physical Management Techniques for the Multi-Handicapped Child

Target Populations

The groups which have been addressed by the personnel development plan include the following in priority order.

- Local education agency administrators including superintendents, assistant superintendents, supervisors, principals, and special services staff.

- Regular class teachers.
- Special education teachers of the moderately and severely handicapped in public schools, nonpublic schools, and State institutions.
- General special education teachers.
- Staff providing related services to special education.

Organization of the Training Model

The training model is constructed according to the following outline:

GOALS - To accomplish major achievements programmatically to facilitate training.

PRIORITIES: Aspects of the goals which will be emphasized and target populations which are to be given major impact.

OBJECTIVES: Accomplishments which can be measured and which represent specific outcomes of the training programs.

STRATEGIES: Methods of training designed to meet the objectives. Each objective is accompanied by a variety of strategies from which to choose, through which the objective can be accomplished.

EVALUATION: Procedures designed to determine the degree to which an objective was met and/or the effectiveness of a given strategy in meeting an objective or subobjective.

Resources in the Delivery of Training

The resources which are utilized in providing training include the following: Division staff, the institutions of higher education, staff in local education agencies, and residential programs, and technical assistance consultants. Other options have been developed as needed, including the development of self-instructional training packages or modules which can be transported to LEAs and utilized by LEA training staffs for individual inservice programs. Partial funding will be available through a Title VI-D training grant.

Day Care Facilities

In recent years, the responsibility for the education of handicapped children has been expanded tremendously by the Maryland State Department of Education and the local school systems. The State is well on its way to meeting its own mandate of providing a free, appropriate, public education for all handicapped children birth through age of 20 by July 1, 1980, regardless of the severity of the handicap.

One major step toward this goal will be taken during fiscal year 1979, when the State Department of Education and the local school systems will accept the responsibility of providing an educational program for the 487 children who had previously been enrolled in day care centers throughout the State. These facilities were formerly funded and administered by the Mental Retardation Administration of the Maryland State Department of Health and Mental Hygiene.

In January 1978, the Governor's Commission on Funding the Education of the Handicapped, Part II, presented its final report to the Governor. Included in that final report was the recommendation that effective July 1, 1979, the responsibility for providing education to the severely retarded youngster currently being served by the Maryland day care centers be transferred to the State Department of Education. As a result of good faith and cooperation by the Assistant Secretary for Special Programs of the Department of Health and Mental Hygiene and the other good offices

of the Governor's Office for Coordination of Services to the Handicapped, this objective was finally achieved.

During the 1978 session of the Maryland General Assembly, Senate Bill 1177 was passed by the Legislature and signed by the Governor. This bill provided for the administrative shift in responsibility from the Mental Retardation Administration (MRA) to the Maryland State Department of Education and the local school systems of the day care center populations.

The services to these youngsters through the public school system will be funded in two ways. The first will be through a budget amendment. The funds previously allocated to the Department of Health and Mental Hygiene, MRA, for the provision of the educational program in the day care centers will be transferred to the Maryland State Department of Education. This money will later be allocated to the local school systems on a per pupil basis to those school systems that will be assuming responsibility for the 487 youngsters.

In addition, the Maryland State Department of Education had previously directed Title I funds for each of these children to the various day care centers. These funds will now be directed to the local school systems which have accepted the responsibility for these youngsters.

It is the long term goal of both the Maryland State Department of Education and the Department of Health and Mental Hygiene that the remaining educational programs currently being offered in the State residential

institutions eventually become part of the responsibility of the Maryland State Department of Education and the local school systems. It is anticipated that this goal, too, will be achieved within the next few years.

It is hoped that by fiscal year 1981 the goal established by the Maryland Legislature for the provision of a free appropriate public education to all handicapped children, birth through the age of 20, will be achieved. It is anticipated that this achievement will include educational programs by the State Department of Education for all of the handicapped children in Maryland including those currently being served through State residential institutions.

Monitoring and Evaluation System

The Maryland State Department of Education (MSDE) in accordance with Federal and State mandates has developed a systematic and comprehensive monitoring and evaluation system to determine compliance of local education programs with P.L. 94-142 in meeting the needs of handicapped children.

The MSDE monitoring and evaluation activities, undertaken in the 1977-78 school year, have been implemented by two-day site visits to all 24 local education agencies (LEAs) in order to: (1) determine the degree of local and State compliance with the policies, standards, and guidelines set forth in the local and State annual program plans; (2) determine the areas of necessary change in LEA services and resources for handicapped children which would require technical, programmatic, and personnel development assistance; (3) provide a basis for the ongoing planning and quality improvement of special education programs by LEAs.

Site visits have included three primary areas of review. These were: (1) the Administrative Policies and Procedures Review which consisted of an assessment of policies and procedures followed at the local level to assure compliance with Federal and State requirements in special education; (2) the Individual Case Review, which consisted of an examination of randomly selected cases according to service, school and grade level, focused on issues of administrative policies and procedures related to the development and implementation of an individualized special education program; and

(3) the Federal Review which consisted of an examination of the operations of selected Federal Projects -- Discretionary, and Pass Through of P.L. 94-142 and Title I of P.L. 89-313.

The system of monitoring and evaluation included seven steps, which were:

1. Inservice of MSDE and LEA staffs in procedures to be employed prior to the monitoring and evaluation.
2. Notification to LEAs of visitation dates, the identification of team members and Federal projects to be reviewed as well as copies of instrumentation for LEA self-evaluation. The instrumentation was then submitted to MSDE.
3. The two-day site visit preceded, in most instances, by a pre-site briefing with LEA staff by the team chairperson. MSDE and LEA staff were represented on all monitoring and evaluation teams.
4. Informal exit conference of findings at the conclusion of the site visit with unofficial statement of findings by team members to the LEA.
5. Submission of a report of MSDE team findings on LEA compliance to P.L. 94-142 and Bylaw 13.04.01. Findings included citations of commendations, recommendations, and corrective action where indicated.

6. LEA response to MSDE findings with delineated plan of recommended corrective action.
7. MSDE approval of plan for corrective action with provision of technical assistance to LEA as required.

The Administrative Policies and Procedures Review provided MSDE with information regarding local policies and procedures used in each LEA as it relates to P.L. 94-142 and State statutes and regulations. A review of all 24 final reports shows the following statewide summary information. (See Attachment II).

As indicated earlier, the Individual Case Review was an examination of randomly selected individual student folders of students receiving special education services. Although the MSDE monitoring and evaluation teams reviewed a small number of cases, it allowed the Division of Special Education to examine how effectively the IEP process has been implemented in Maryland. Attachment III gives an overview of the Individual Case Review findings throughout Maryland.

Plans are under way to expand the monitoring and evaluation activities during the 1978-79 school year. Site visits will again take place in all local education agencies. Some of the activities planned include the following:

- Site visits of the LEAs, using revised instruments which provide for greater input from a broader public (e.g., teachers, students, parents).

- Expansion of the monitoring role of regional administrators to provide follow-through on evaluation activities.

- Continuation of state inservice program assistance and monitoring through the Comprehensive System of Personnel Development.

- Modification of Child Find monitoring efforts through the SSIS and final data in the Local Comprehensive Plan and Application.

- Increase of fiscal accountability through the full implementation of the State's Financial Reporting Manual.

- Maintenance of nonpublic placement monitoring through cooperative Division efforts.

- Continued solicitation of input from the State Advisory Committee and its Satellites.

The site visit aspect of the Monitoring and Evaluation process will start during the month of October 1978 and will conclude in May 1979.

Area of Compliance	Number of Maryland LEAs Found in Compliance	Number of Maryland LEAs Found in Noncompliance
Child Identification	22	2
Confidentiality	20	4
Full Educational Opportunities	19	5
Personnel Development	22	2
Priorities	21	3
Least Retrictive Environment	20	4
Public Control of Funds	24	0
Excess Cost	23	0*
Non-Supplanting	23	0*
Comparable Services	22	2
Information Reports	23	1
Public Participation	24	0
Individualized Educational Programs	14	10
Procedural Safeguards	15	9
Protection in Evaluation Procedures	17	7
Private Schools	24	0
Program Evaluations	20	4
Vocational Education	17	7

* A closer examination by fiscal auditors is necessary before final conclusions can be drawn in this area in one LEA.

Attachment II

Individual Case Review	Percentage of Randomly Selected Cases Found in Compliance
Evaluation prior to placement	85%
Parental consent prior to evaluation	64%
Parental consent prior to placement	82%
Full evaluation within the last 3 years	82%
Evaluation was made by multi-disciplinary team	72%
ARD meeting held to develop, review, and revise the IEP	78%
ARD meeting included an LEA representative	76%
ARD meeting included the child's teacher	78%
One or both parents were afforded the opportunity to attend ARD meeting	67%
IEP was in effect prior to placement	71%
IEP includes present levels of educational performance	83%
IEP includes annual goals	89%
IEP includes short term objectives	88%
IEP includes the services to be provided	88%
IEP includes the extent to which the child will be involved in reg. ed.	76%
IEP includes projected dates for initiation of services	85%
IEP includes a list of individual responses	87%
IEP includes the anticipated duration of services	79%
IEP includes evaluation criteria procedures	77%

Attachment III

3.

Future Directions FY 79

OBJECTIVES FOR FISCAL YEAR 1979

1. Develop and implement as appropriate a comprehensive model to educate handicapped children age 3 to 5.

2. Develop and implement as appropriate a comprehensive model to educate handicapped children aged 0 to 2.

3. Refine the delivery of nonpublic services to handicapped children.

4. Develop a procedure to assure non-discriminatory testing, identification, and assessment of handicapped children.

5. Develop a comprehensive and integrated system of child identification and referral.

6. Develop a strong and measurable link between Voc-Tech and Special Education for services to handicapped children.

7. Refine and expand the Comprehensive System of Personnel Development.

8. Complete the development of a uniform format and schedule for local education planning and evaluation.

9. Develop a system for the provision of related services, including evaluation and delivery of the services.

10. Give assistance to local education agencies in providing educational programs to severely, multiply handicapped children.

11. Analyze together with the director of management information systems in the Division of Administration, data collection policies, procedures and forms.

12. Together with the Office of Budget and Fiscal Planning, develop the data related to the mid course corrections of the State special education formula and make recommendations by September 1, 1978.

13. Assume responsibility for delivery of educational services to children in Mental Retardation Administration Day Care Centers.

14. Develop a plan and appropriately implement it to provide educational services in State institutions.

15. Develop a plan to educate youngsters in juvenile institutions.

LOCAL COMPREHENSIVE PLANS FOR FISCAL YEAR 1979

In accordance with Article 77, Chapter 7B, Section 106D and G of the Maryland Code, every LEA is required to submit a Local Comprehensive Plan for Special Education annually. These plans are submitted to the State Board of Education and approved as a condition for receiving State funds. During fiscal 1978, all twenty-four LEAs submitted their plans and received State Board approval.

For fiscal 1979, the Division of Special Education (MSDE) combined the Local Comprehensive Plan with the Local Application for Funds under P.L. 94-142. Each Maryland LEA submitted to MSDE their complete Special Education Plan on June 1, 1978. The following information is contained in the revised document: (1) detailed statements of policies and procedures; (2) tables giving personnel summaries and inservice training summaries; (3) identification of personnel responsible for 504 regulations and vocational/technical education coordination; (4) specification of programming for children identified in the fiscal 1978 Child Find effort and children returned to public schools from private school placement; (5) identification of special education related service staff; (6) identification of priorities: federal, state, and local; (7) specifications of use of P.L. 94-142 Part B Funds in accordance with the priorities; and (8) designation of precise pass-through and requested discretionary allocations with budget justification, objectives, and participants.

Through the early submission of the fiscal 1979 Local Comprehensive Plan and Local Application, it is anticipated that the LEAs will have sufficient time to implement their approval Plan as to how they propose to provide a free and appropriate education to all handicapped children in Maryland.

Early Childhood Service

The Division of Special Education will continue to assist local education agencies in their development and implementation of programs for young handicapped children and their parents. To this end, the activities described previously under fiscal 1978 will continue and be expanded. This will be done in accordance with the State Board Resolution 1977-51. An emphasis is being placed on program availability for three and four-year-old children and their parents during fiscal 1979. The availability of special education services to three and four-year-olds will both initiate needed service earlier within the public school system and support the child's developmental process now, making future educational programming with peers possible. Program development for children birth through age two and their parents will be implemented during the fiscal 1980 year to meet the State legislative mandate of full service delivery for children birth through age 20 by July 1, 1980.

Early childhood specialists within the Division will address and complete the following objectives by June 30, 1979.

Develop an Administrative Guide for the Delivery of Service to Children Ages Birth to Five

The administrative guide will be for administrators, staff, parents and concerned groups directly involved with handicapped children 0 to 5.

The guide will address understanding and implementing the Maryland Bylaw 13.04.01, utilization of resources and funds and the designing and monitoring of programs and services so that effective early education is provided to all handicapped children.

Develop a Curriculum Guide Using Previously Selected Curriculum Models

The innovative feature of the Division's curriculum guide for Early Childhood is the expansive focus on the learning process in conjunction with the identified rate of learning and individual learning pattern of the child. The experiences and products from established early childhood programs throughout the State will be incorporated extensively in the development of the curriculum.

Develop a Curriculum Materials Resource Guide

The materials resource guide will provide an extensive, descriptive listing of materials that can be used with specific activities and areas of child development.

Develop a Directory of Preschool Model Programs and Services Available in Maryland

This directory will be an instant reference to existing statewide early childhood programs.

In conclusion, the State has an historical commitment to the education of young handicapped children. The documentation of this commitment illustrates an early recognition of the need for mandating legislation and quality service delivery. As one can see, Maryland

has chosen to concentrate on, and insure the implementation of, each component in accordance with a logically developed system, rather than utilize a shotgun approach of giving a token amount of diluted service across an entire state service region. The Division of Special Education earnestly believes that this method of systemized quality and controlled quantity has been of maximum benefit to the administrators, teachers, therapists and parents involved in these programs.

Service to Children Birth to Two

In fiscal 1979, the Program Development and Assistance Section will engage in a number of activities designed to assist the local education agencies in preparing to provide services to handicapped children 0 to 2 years of age.

In November of 1977, the Maryland State Board of Education passed a resolution requiring the LEAs to begin serving handicapped children ages 3 and 4 by the fall of 1978, and to provide services to the 0 to 2 population by July 1980. Some local systems have already initiated such services. Established preschool programs exist in Montgomery, Garrett, Baltimore, Charles, Carroll, Prince George's, Frederick, Anne Arundel, and Howard Counties and Baltimore City.

The specific activities which are being undertaken by the Division of Special Education in connection with special education for handicapped children 0 to 2 include:

- A statewide "CHILD FIND" Project.
- The production and dissemination of a directory of preschool programs.
- The preparation of a developmental curriculum for use in programs for handicapped children 0 to 5.

- The production of an administrative policies and procedures guide.
- The identification of, and dissemination of information about, model preschool programs around the State.
- The cooperative participation in the Department's Early Childhood Committee which functions to coordinate, improve and maximize services to all young children.

The overall goal of this effort is the provision of a full range of services to handicapped preschool children with necessary support services to their parents, so that wherever possible, these children will be served effectively in or near their home communities.

Related Services

The expansion of the delivery of related services - chiefly, Occupational Therapist (OT) and Physical Therapist (PT), is a major goal of the Division of Special Education for FY '79.

The specific objectives associated with this goal include:

- A description of the need for OT and PT services in the local education agencies.
- The provision of discretionary dollars to the LEAs for related services.
- The development of models for supervision and delivery of OT and PT services which include effective therapist to children ratios and strategies for implementation at each of the six service levels specified in the Bylaw.
- The establishment of criteria for the licensing and clinical supervision of OTs and PTs in educational settings. Standards for continuing education programs for OTs and PTs are to be set. This objective is to be addressed jointly by MSDE and the Department of Health and Mental Hygiene.
- The establishment of a clearing house for dissemination relative to OT and PT position openings and available staff. This area of program development is part of the essential multi-disciplinary

evaluation and programming capability which must be available in all LEAs. It requires a broadening of role definition on the part of individuals who deliver services to handicapped children. It provides to children services -- as individually appropriate - which build competencies in self-care, sensory, motor integration, fine motor control, gross motor control, the use of various types of standard and adapted equipment, and the use of all motor skills which facilitate overall growth and development.

Vocational Education and Vocational Rehabilitation

Among the significant developments in the recent past to an increased commitment to the education of the handicapped has been a concurrent commitment to providing vocational education programs and services to the handicapped, specifically vocational preparation, placement and employment. The legal basis for the focus on vocational programs and services to the handicapped is rooted in the mandates of three pieces of Federal legislation. The Education of All Handicapped Children Act (P.L. 94-142) mandates a free appropriate education for all handicapped children between the ages of three and twenty-one years. Included in the definition of the term "special education" in this Act is "vocational education if it consists of specially designed instruction." The Education Amendments of 1976 to the Vocational Education Act (P.L. 94-482) requires a minimum ten percent set-aside of the basic state grant for vocational education programs and services for the handicapped. The Vocational Rehabilitation Act of 1973 (P.L. 93-112) further impacts on the provision of Educational services to the handicapped, particularly Section 504 which mandates that there be no discrimination on the basis of handicap and Section 503 which requires affirmative action for the employment of handicapped persons.

It is readily apparent that there must be coordination between special education, vocational education and vocational rehabilitation agencies at state and local levels in areas of shared responsibility if the provision of comprehensive vocational programs and services to handicapped persons is realized.

Within this framework, the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation have made major strides during fiscal year 1978 in interdivisional cooperative planning. The following are some of the highlights of collaborative efforts:

1. A cooperative agreement between the Divisions of Special Education and of Vocational-Technical Education was signed June 28, 1977 which included provisions for:
   - The joint development and approval of the Divisions' State Plans as they relate to vocational education services to school-age handicapped students.
   - The joint review and approval of local education agency applications for State and Federal funds to implement projects related to vocational education for handicapped students.
   - The joint development of inservice training of special and vocational educators providing prevocational and vocational education services to school-age handicapped students.
   - The joint development of policies and procedures for use at the local level in planning, developing and implementing provisions of the respective State Plans regarding vocational education for the handicapped.
   - The appointment of liaison representatives to facilitate and coordinate interdivisional communication.

Regional meetings were held with representatives from both local education agency vocational and special education administrative staffs to discuss implementation of the agreement.

2. A policy decision agreed to by both divisions was outlined in a letter from the State Superintendent of Schools to local education agency superintendents clarifying the necessity for students to be processed through the Admission, Review and Dismissal Committee as specified in Bylaw 13.04.01.05. Additionally, vocational education activities proposed for the handicapped must be specified in the students' Individualized Educational Programs (IEP).

3. A task force with representatives from the Divisions of Special Education and of Vocational-Technical Education convened on a regular basis throughout the year to identify critical areas which need to be addressed in order to provide comprehensive vocational education to handicapped students:

   - IEP
   - Personnel Development Plan
   - Local Action Plan
   - Full Service Plan
   - State Board of Education Policy Statement on Equal Access to Programs

Liaison representatives from the Divisions of Special Education and of Vocational Rehabilitation were designated in fiscal 1978 and charged with identifying issues involving shared responsibilities in providing services to school-age handicapped youth. Some of the primary issues included:

- The population eligible to receive special education and vocational rehabilitation services.
- The services which can/should be provided by special education and vocational rehabilitation.
- The refinement of the referral process from special education to vocational rehabilitation, including age considerations.
- The role of vocational rehabilitation in the development of the IEP and the role of special education in the development of the Individualized Written Rehabilitation Plan (IWRP).
- The identification of responsibilities in an effort to eliminate duplication of services.

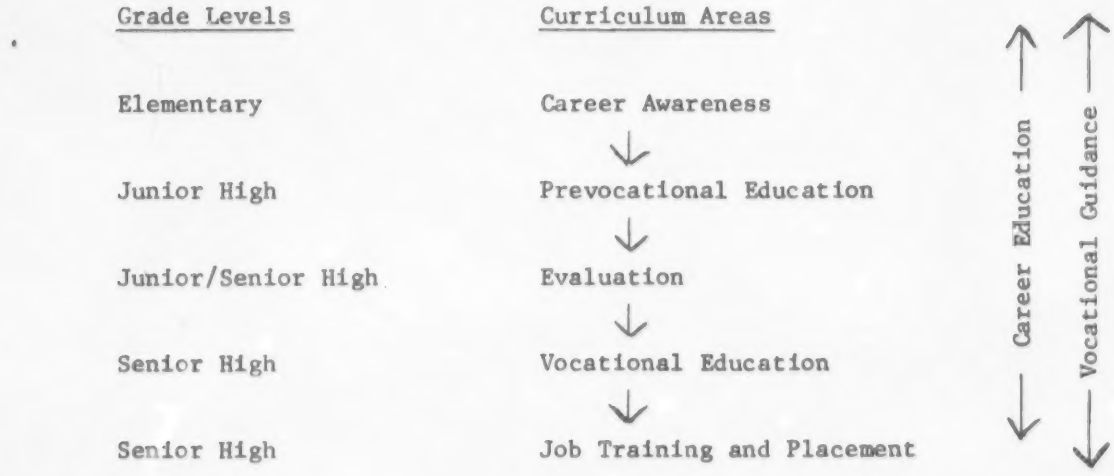
A common goal is for education and vocational rehabilitation agencies to integrate their resources and merge educational and vocational rehabilitation approaches to providing services in such a way as to ultimately facilitate a handicapped student's entry into the world of work. To this end, a cooperative agreement will be developed during fiscal year 1979 embracing this philosophy and elements identified as critical issues to be addressed.

Consistent with the philosophy of the State Department of Education that all handicapped children are entitled to a free appropriate public education, including vocational education when deemed appropriate, fiscal 1979 objectives for expanded cooperative efforts between the Divisions of Special Education and of Vocational-Technical Education include:

- The development of guidelines for special education vocational education services to handicapped learners which include criteria and provisions for the IEP, assessment, referral, accessibility, funding and the evaluation of plan development and implementation.
- The development of an overall joint State plan for vocational education and special education personnel development.
- The development of a policy statement for the State Board of Education action on equal access to programs.
- The development of a joint plan for full service with timelines including the following major elements:
  - joint data collection system
  - guidelines and procedures for joint or collaborative funding
  - common system of assessment, referral, IEP initiation and follow-through, guidance services, placement and follow-up
- The development of action plans for implementing guidelines and procedures in local education agencies.

The following scheme, a sequential service delivery model proposed by the three divisions, Special Education, Vocational-Technical Education and Vocational Rehabilitation, is reflective of a cooperative effort to bridge the barriers that have so often in the past stood between handicapped persons and their career and vocational goals.

PROPOSED SERVICE DELIVERY MODEL



Section 504

Section 504 of the Vocational Rehabilitation Act of 1973 provides that "no otherwise qualified handicapped individual...shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The Federal regulations for Section 504 were published May 4, 1977 with effective date of June 3, 1977. State Superintendent of Schools David W. Hornbeck, appointed a twelve member Task Force to assist in the implementation of the Section 504 regulations. During fiscal 1978 the Task Force carefully reviewed the regulations for Section 504, and as a result, the following steps were taken to ensure compliance with the law:

1. The assurance forms were signed by Mr. Hornbeck and returned to the Office for Civil Rights.
2. All facilities for which Maryland State Department of Education is responsible were surveyed and recommendations were made for structural changes as necessary.
3. Programs which are operated directly by the Maryland State Department of Education were reviewed to determine their accessibility to handicapped individuals.

4. A notice of nondiscrimination was developed and submitted to Mr. Hornbeck with a proposed method for dissemination.

5. Grievance procedures were developed and submitted to Mr. Hornbeck.

6. Recruitment needs and employment practices were reviewed in light of Section 504 and found to be generally in compliance.

7. The approval process for new facilities was reviewed and recommendations were made which would ensure compliance with 504.

8. The educational provisions as specified in Subpart D were reviewed. It was determined that if a recipient was in compliance with P.L. 94-142 they would also be in compliance with Subpart D of Section 504. Monitoring and Evaluation activities to ensure compliance with P.L. 94-142 were conducted by the Division. As a result of the monitoring and evaluation activities, recommendations and corrective actions have been issued to local school systems as necessary.

9. Technical assistance activities have been conducted in local education agencies on a limited basis.

10. All of the provisions of Section 504 have been reviewed and a self evaluation has been conducted in accordance with the

requirements in the regulations. As a result of the self evaluation, the Task Force has made appropriate recommendations to the Superintendent's office.

11. A full time staff person has been employed to coordinate Section 504 activities.

Child Advocacy

A coordinated effort of Child Advocacy has been established by the Maryland State Department of Education. The Maryland Information and Referral Service for the Handicapped (serving the Baltimore-Metropolitan area and the Eastern Shore) and the Direction Centers (serving Western and Southern Maryland) participate in a network of Child Find and Advocacy outreach programs and services which effectively cover the State of Maryland.

Maryland Information and Referral Service for the Handicapped

In its three years of existence, the Maryland Information and Referral Service for the Handicapped has handled over 3,000 calls, most of which were from parents of handicapped children seeking services, information and direction. To that end, the Specialist assigned to the service has disseminated information (bylaws, laws, brochures, etc.), spoken to parent and professional groups, spoken to callers on the special "Hotline" provided by the Maryland State Department of Education, contributed known resources to a Directory of Services to the Handicapped in Maryland, and served as the Maryland State Department of Education's Child Find contact person.

Of the more than 1,000 calls received in fiscal 1978, most were from parents and professionals seeking information on special education programs in Maryland. In response, callers were provided with copies of the new Maryland Bylaw, P.L. 94-142, Section 504, "Facts for Parents,"

Child Find brochures, as well as manuals on IEPs and Procedural Safeguards produced by Division staff. In addition, the system for Child Advocacy dealt with incoming reports on approximately 100 children identified through statewide Child Find efforts. Three of the 100 were children who had never attended a public school and were not known to their respective local education agencies. Questions on respite care, financial assistance, camps, recreational/social activities, transportation, etc., were frequent problems of callers, with a major portion of concerns relating to educational opportunities. In many instances, incoming calls are in the form of complaints, by both parents and professionals, about gaps, inadequacies and lack of services being provided by individual local education agencies. When this occurs, a determined effort is made to work with the State education agency and local education agencies to reach satisfactory resolutions. During fiscal 1979, the Maryland Information and Referral for the Handicapped plans to continue to act at the Baltimore-Metropolitan area's resource for the handicapped. In addition, there are plans to increase the Eastern Shore's awareness of the services by the number of contacts, informational mailings and increasing public speaking engagements. There will, of course, be a continuation of ongoing activities which are basic to the Service - receiving and following through on information related to Child Find, identification of children and youth via a "Hotline" service and dissemination of information related to the handicapped.

Direction Centers

The Direction Center component of the Maryland State Department of Education's Child Advocacy Program is a service which is designed to provide information and support to the handicapped and their parents or guardians concerning the availability and access to a broad scope of state, local, public and private resources. Since the service needs of the handicapped can often be met only through the efforts of many providers, the Direction Center goals and objectives attempt to coordinate resources and disseminate information which helps to promote a practical aid for handicapped persons.

Direction Centers in Maryland began in the fall of 1976 with a contract from the Bureau of Education for the Handicapped. Since that time, in combination with the statewide Child Find effort and the statewide Information and Referral Service, Direction Center services have provided an answer to the dilemma posed by the complex and sometimes competing set of bureaucracies and professions. The administration and supervision of Maryland's Direction Centers takes place in and is under the aegis of the Maryland State Department of Education. Subdivisions of the federally-funded Direction Center Project consist of two centers which operate as subcontractual units of the umbrella service system. Subdivisions include: (1) the Central Maryland Direction Center; and (2) the Western Maryland Direction Center.

(1) The Central Maryland Direction Center, affiliated with the Prince George's County Office for Coordination of Services to the Handicapped, is located in Upper Marlboro, Maryland, and serves Prince George's, Montgomery, Calvert, Charles and St. Mary's Counties. The handicapped population served by the Central Maryland Direction Center includes all ages and types of handicapping conditions. In Prince George's County alone, there are at least 12,650 handicapped children currently served through the county's special education system. In addition to those currently receiving services are children whose problems may still be undetected.

The Central Maryland Direction Center supports and participates in interagency committees dealing with the total needs of the handicapped in its service area. This includes an advisory committee whose membership is composed of professionals from private and public service agencies, consumer advocates, parents of handicapped children, and local government officials. Additionally, the Direction Center participates directly in a two-tiered interagency committee which is composed of mid-level managers and service providers from Special Education, Mental Health, Juvenile Services, Vocational Rehabilitation, Crippled Children's Services, Social Services, Family Services and Mental Retardation. Designed and implemented two years ago, this committee provides a complimentary and ancillary vehicle through which available services can be integrated to meet the total needs of the handicapped.

(2) The Western Maryland Direction Center, which serves Garrett, Allegany, Washington and Frederick Counties, is adjacent to the campus of Frostburg State College. The service area is mountainous and rural, with only three population centers of more than 40,000 persons. Transportation and a lack of services are major problems confronting the handicapped.

Since its beginning in November, 1976, the Western Maryland Direction Center's staff has found its affiliation with the college advantageous. The greatest asset available is the broad range of skills and expertise available on a college campus. The Direction Center has been able to utilize this human potential by employing graduate assistants from the Counseling Psychology Program and by having undergraduate students work for practicum credit under the supervision of their faculty advisors. In addition, student-volunteers participate in the Direction Center's process.

A number of special projects have been designed and implemented by the Center. These include parent information libraries and the development of a series of parent workshops. Videotapes of service agencies are utilized as a means of informing parents of available resources. Faculty members at the college also provide assistance at weekly staffings, workshops and varied technical assistance.

Child Find

The Maryland State Department of Education's Child Find activities relate primarily to the implementation and maintenance of public awareness and education at the State level and to the coordination of general Child Find efforts among the State's 24 political subdivisions at the local level.

The foregoing activities are inclusive of the State's Information and Referral Service and Direction Centers. The Information and Referral Hotline number will be utilized in all instances of public information activities. Timelines for all distribution and samples of all Maryland State Department of Education developed materials will be provided to the Information and Referral Service and to the State's Direction Centers.

The following activities, most of which are ongoing from year to year, are projected for fiscal 1979:

- Awareness activities at the State level will be expanded to include the use of paid radio and television information spots and the completion and utilization of an informational film to heighten awareness of Child Find among professionals, parent and service organizations.

- In addition to the existing Child Find brochure, another will be developed for wide distribution, and parent groups will be utilized as the primary vehicle for such distribution.

- As a continuation of FY '78 activities, germane news stories will be released to the press on statewide Child Find activities and participation on television and radio talk shows will be scheduled. Broad distribution will be made of Child Find posters for use in well-trafficked locations and transit placards will be designed for use on public transportation.

- Statewide Child Find meetings, to encourage a pooling of ideas and resources, will be scheduled for local education agency coordinators on a quarterly basis.

- Training materials will be suggested and/or developed as needed for local education agency use.

- A statewide newsletter to local education agency Child Find coordinators, Head Start directors, Direction Centers, and inter-agency personnel will supplement quarterly meetings.

- Maryland State Department of Education-chaired Monitoring and Evaluation Teams will conduct two-day site visits to each of the State's 24 local education agencies to determine compliance with all components of P.L. 94-142.

- The Maryland State Department of Education's Child Find Specialist will schedule visits with all Child Find coordinators to supplement information on individual programs obtained by Monitoring and Evaluation Teams and to offer technical assistance as required.

- Evaluative data on Maryland State Department of Education designed training programs in local education agencies will be submitted to the State education agency for possible modification of training modules.

Advantages of the Maryland State Department of Education's three-faceted Child Advocacy Program are twofold. In addition to facilitating a coordinated effort of the public school sector in its responsibilities regarding location, identification, evaluation and placement of handicapped children and youth, it provides to all handicapped persons, regardless of age, resource information reflective of their total needs.

Nonpublic Tuition Assistance

Preparation for the 1978-79 School Year

The procedures, which appear to have caused significant problems in the 1977-78 school year for both local and State agency administrators of the tuition assistance program, were reviewed in the early Fall of 1977. As a result of the recent experience, some changes were made and the Department announced similar requirements for the 1978-79 school year.

A timetable was announced and the submission date for application was moved up to May 1, 1978. Once again, a State training session was conducted and the Division staff followed it up with visits to LEAs to assist in completing forms and gathering data.

In contrast to the preceding year, the Department received 1,111 applications on May 1, 1978. This was estimated to represent 80-90% of all applications. The contrast between the two years has been significant.

Another very significant aspect of the accelerated and revised system is that placement decisions for the cases received on or before June 15, 1978 were made on July 1. Also, all decisions, whether they were approvals or denials, were mailed to parents as well as LEA Superintendents.

Certified copies of each denial decision explained the Department's reasons for the decision and offered parents an immediate State level hearing with an impartial hearing panel. Accompanying each denial letter

to parents was a newly developed brochure describing their rights and responsibilities relating to a hearing and a hearing application form.

The revised methods and the system of providing specific information directly to parents proved to be an effective means of announcing each decision. Often, parents were able to forward more information to the Department; and in some instances, they were able to work with LEA personnel to underscore important elements which had not been adequately described in the initial application.

In any event, parents and guardians were promptly and clearly informed of the State's decision and the reason for the substance of the decision. As a result of the additional information having been submitted, 20% of the original denials were reconsidered and approved. An additional 58 cases will be reviewed in a State hearing.

Attachment IV displays a statewide summary of placement cases that have been approved as of July 1, 1978. The Department anticipates an additional 120 cases over the course of the upcoming school year.

Future Goals and Objectives for the 1978-79 School Year

The Division will be directing its activity in the upcoming school year at continuing to assist instate private schools expand their services in order that most children can be returned to instate and surrounding community schools from distant placements.

Staff Specialists will be placing greater emphasis on evaluation and monitoring functions. All private schools will be evaluated, and most will receive onsite monitoring visits. One element of this function is the Department's hope to combine our efforts with those of the Department of Health and Mental Hygiene, the Department of Human Resources and LEAs.

TOTAL NUMBER OF APPROVED CASES FOR SCHOOL YEAR 1978-79 AS OF JULY 25, 1978

County	Approved Cases - Under 300%				Approved Cases - Over 300%					Total				
	No.	Education	Health	Total	No.	Education	Health	Food	Total	No.	Education*	Health	Food	Total
Allegany					1	13,965	---	---	13,965	1	17,702	---	---	17,702
Anne Arundel	7	25,159	108	25,267	15	121,951	3,194	282	125,427	22	207,410	3,302	282	210,994
Baltimore City	260	714,315	234	714,549	166	346,173	19,736	81	365,990	426	1,639,994	19,970	81	1,660,045
Baltimore	22	68,874	1,396	70,270	32	130,496	11,913	176	142,585	54	349,962	13,309	176	363,447
Calvert					2	6,309	---	---	6,309	2	14,819	---	---	14,819
Caroline														
Carroll	1	3,594	---	3,594						1	3,594	---	---	3,594
Cecil					3	39,297	2,052	---	41,349	3	47,046	2,052	---	49,098
Charles					2	5,583	---	---	5,583	2	12,167	---	---	12,167
Dorchester														
Frederick	4	11,328	---	11,328	4	21,121	---	396	21,517	8	45,777	---	396	46,173
Garrett					1	8,754	---	---	8,754	1	12,128	---	---	12,128
Harford					7	70,445	5,220	---	75,665	7	96,093	5,220	---	101,313
Howard	6	14,635	5,382	20,017	24	142,937	6,517	846	150,300	30	272,100	11,899	846	284,845
Kent					3	23,598	816	210	24,624	3	36,912	816	210	37,938
Montgomery	228	202,100	23,265	225,365	91	571,811	39,134	1,747	612,692	319	1,383,065	62,399	1,747	1,447,211
Prince George's	7	21,907	---	21,907	30	139,523	5,509	108	145,140	37	301,650	5,509	108	307,267
Queen Anne's					1	9,974	408	---	10,382	1	16,086	408	---	16,494
St. Mary's														
Somerset	1	1,890	---	1,890						1	1,890	---	---	1,890
Talbot														
Washington	2	6,580	---	6,580	2	7,592	---	124	7,716	4	21,892	---	124	22,016
Wicomico	1	2,956	---	2,956	2	17,279	1,538	---	18,817	3	27,215	1,538	---	28,753
Worcester														
TOTAL	539	1,073,338	30,385	1,103,723	386	1,676,808	96,037	3,970	1,776,815	925	4,507,502	126,422	3,970	4,637,894

*This Education includes 300% of Local Education Agency share for over 300% cases

Total Education Cost	$4,507,502	
LEA Share Under 300%	1,073,338)	2,803,694
LEA Share Over 300%	1,757,356)	
State Share Over 300%	1,676,808	

Attachment IV

The Comprehensive System of Personnel Development

The Comprehensive System of Personnel Development (CSPD) received new funding for FY '79 and will continue to provide training efforts similar to those delivered during the last year. Several factors impinge on those pieces of training which will be expanded and modified for this coming year.

The ten priority training areas identified during FY '78 will continue to serve as a basis for training goals during this coming year. They are listed below in priority order.

1. Development and implementation of IEPs in special education programs.
2. Implications of P.L. 94-142.
3. Assessment and delivery of services for handicapped students in regular classrooms.
4. Programming in secondary education (including vocational education) for handicapped students in regular and special education.
5. Strategies for transportation of handicapped students.
6. Effective programming for severely/multiply handicapped students.
7. Methods for behavior management.
8. Program evaluation for administrators, supervisors, program planners.

9. Methods for the development of motor skills.
10. Parent education (training for professionals relative to educating parents).

With the feedback of the CSPD Evaluation data generated during this past year, there have been some modifications made to the CSPD, mostly in terms of the process which must be employed to access training. As the data generated by the Needs Assessment questionnaire are analyzed, other modifications will be made, most specifically in terms of the rank-ordered list of training needs. For example, a speculation at this point is that persons in the state will modify Goal #1 - The Implications of P.L. 94-142 - to include the Maryland Bylaw and Vocational Education legislation. Should this occur, Goal #1 would be modified to read "The Implications of Recent Federal and State Legislation."

There were several major training efforts and activities which were conducted and which were so successful and so uniformly accepted as necessary that they will be expanded and continued for this coming year. They include the following:

- Impartial Hearing Officer Training - because the need continues to be great for qualified and knowledgeable IHOs, the State's training effort in this matter will be continued, with appropriate modification based upon evaluation of the last training effort. It is anticipated that an additional 30 persons will be invited

to attend this training session, and that the Division of Special Education will again assume lead responsibility with assistance from persons with necessary legal expertise.

- Service Level Seminars - During this past year, administrative personnel in the LEAs were invited to attend a series of service level seminars to discuss and describe the implementation of the new Bylaw's approach to serving children at various levels, contingent upon need rather than handicapping condition. A follow-up seminar is planned for Spring, 1979, to afford these same LEA representatives an opportunity to share information regarding their methods for implementing levels of service, and to describe problems and solutions which arose within individual counties.

- Bylaw Training - Based upon the response to the new Bylaw, it has become clear that a transportable training package is needed for disseminating information regarding this new piece of legislation. With that in mind, CSPD staff is developing a multi-media training package for use by other agencies and interested parties which will highlight the major components of the Bylaw and explain indepth various parts which may need clarification and amplification.

- Training of Staff Transporting Handicapped Children - Last year, a multi-media training package was begun for transportation personnel, dealing with the behavioral and medical considerations in transporting handicapped children. During fiscal 1979, the training module will be expanded to include the availability of a handbook for use by drivers and aides dealing with issues in transportation. The Division of Special Education has also updated and revised the information on handicapped children which is generated statewide through this State's Department of Transportation.

Projections for Additional Training Areas

Several endeavors which are being encouraged throughout the Department of Education will have effect on planned training programs delivered through CSPD in the Division of Special Education. Among these endeavors is a cooperative effort to share information between special educators and vocational educators, and to encourage the development of a policy statement calling for collaborative working relationships between these two service-deliverers. With that in mind, a statewide seminar is being planned for early Winter, 1979, which will involve the Directors of Vocational Education and Special Education within each local education agency. The intent of this seminar is to describe policy and model the type of collaboration which will be needed in every school system to ensure that all handicapped youngsters have access to appropriate career education programs and services.

It has become clear that the Division of Special Education must assume a leadership role in responding to the needs voiced by parents to become thoroughly familiar with legal rights and with the procedural safeguards which must be in place to ensure that their children receive due process under the law. The Division is developing and disseminating a handbook for parents which describes their legal rights and recourses, and which contains supplemental resource information regarding services and support systems, to which they may have access, to ensure that they become effective advocates for their handicapped children.

Because P.L. 94-142 and the Maryland Bylaw both expand the definition of "special education" to include all those related services which support an appropriate educational program, the Division of Special Education is planning to sponsor a working seminar for related services staff in the local education agencies. The focus of this information-gathering session will be to describe the types of problems encountered by related services staff who work within an educational setting, and to discuss alternate solutions for dealing with these difficulties. Ultimately, the Division of Special Education staff will utilize this information to develop jointly with the Department of Health and Mental Hygiene a series of guidelines and procedures for LEAs to consider when employing related service staff in local school systems.

These individual training efforts have been discussed separately, only because they impact such a significant audience or because their planning and implementation transpires over a significant period of time. As always,

the CSPD staff will continue to involve itself in planning and implementing individual county inservice programs, and the training efforts of nonpublic schools and State institutions and facilities, in a continuing effort to upgrade the competencies of those persons who work with handicapped children in an educational setting.

4.

Epilogue

EPILOGUE

This report to the community has both a reflective and prospective dimension. However, persons involved in the education of the handicapped have little time to review past accomplishments. The urgency of the needs of handicapped youngsters compels us to look and move forward.

School year 1977-78 has been a milestone year in the education of the handicapped in Maryland. Legislation from both the State and the Federal level has been implemented. The common goal of P.L. 94-142, Section 504 of the Vocational Rehabilitation Act, 1973, and Bylaw 13.04.01 is to provide a free appropriate education to all handicapped youngsters. Activities which have been conducted in an effort to meet this goal have already had an impact on: (1) the quality of education for the handicapped through the development and implementation of the IEP, (2) the quality of assessment of youngsters, (3) the rights of parents and children and, (4) the number of youngsters who are receiving appropriate educational services.

In striving to meet the goal of free appropriate public education for all handicapped children, the Division of Special Education has enjoyed the support of the State Superintendent of Schools, the State Board of Education, local school systems, state agencies, and the citizens of Maryland. The future of services to the handicapped will depend largely on the continued support and commitment of these persons and agencies.

The Division of Special Education moves forward with a sense of pride in the accomplishments of the past and with a keen sense of responsibility as we address the future goals outlined in this report.